

Inspection of Putteridge Community Nursery

Putteridge Road, Luton, Bedfordshire LU2 8HJ

Inspection date: 17 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and have an exceedingly positive approach to their learning. Staff, who are highly passionate about their role, welcome children into the nursery. They are warm and responsive towards the children's needs. They help them feel safe and secure in their environment. On arrival, children proudly find their 'name flowers' and secure them to the flowerpots on the wall. Children confidently choose what they want to play and learn. They show high levels of curiosity and concentration in the well-planned environment.

All children are highly independent. For example, older children know the routine. They find their own coats and put them on independently for the garden. Younger children persevere, as they try and do their own zips up. Nearby staff offer encouragement and praise to support their achievements.

Children's learning is woven through everything they do by the knowledgeable staff. Children's interests lead the planning of activities with staff skilfully supporting children's next steps in their learning. For example, staff join children building a train track on the carpet. Through careful questioning, staff encourage children to think about how they can use the track pieces they have to help the track go around the mat. There is clear intent for the curriculum within the nursery.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is exceptional. Staff are knowledgeable on the skills children already know and use this to support future learning. They create activities to spark children's natural curiosity and interest. For example, staff discuss with children what might be inside the pumpkin they are carving. They make predictions, excitedly working together to carve the top to see what is inside.
- All children in the nursery, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make phenomenal progress. Staff are highly attuned to children's needs. Interventions are quickly put into place, including visual prompts to help individual learning needs. Support plans use children's interests to provide achievable goals, which are regularly reviewed. All staff understand them, maximising all children's potential.
- Staff use their knowledge of each child to balance children's engagement equally. They make sure to give all children the same opportunities to join in activities. This helps all children grow in confidence. For example, children roll conkers down a ramp to see how far they go. Staff support children to work together to collect the conkers from the bottom and place them in a bowl. Staff give children roles within the process, praising their teamwork.

- The management team and staff have built superb parentships with the local schools. They work together to create school readiness targets, helping children learn the skills they need for starting school. The manager meets with the teacher to reflect on the last cohort of children. They make adaptations to support an even better transition period. For those children with SEND, plans are put in place early to support transitions. This ensures consistency and continuity of care and learning, ensuring all children transition to school well.
- Parents are highly enthusiastic about the nursery. They praise the staff team for ensuring their children make progress in their time there. Parents praise the 'over and above' support the nursery provides to children and their families. They are thrilled with the information they gain about their children's development and know how they can support their learning even further at home. Parents admit to 'being sad' when they think of their children leaving the nursery.
- The manager and deputy are extremely passionate about the service the nursery provides. They reflect continuously with staff to ensure they are providing children with a rich set of learning experiences. The manager motivates staff to learn new skills and continue their professional development. Staff comment that they are well supported and 'could not wish to work for a better team'.

Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong culture of safeguarding. All staff are highly trained, and staff reflect and discuss safeguarding as part of everyday practice. Staff are very knowledgeable on the signs and symptoms of abuse and know to refer any concerns they may have about a child to the appropriate safeguarding team. Staff understand the wider issues in society that can have an impact on children, including radical and extreme views and behaviours. The management team completes robust recruitment and vetting procedures to ensure that those working with children are suitable.

Setting details

Unique reference number	EY312393
Local authority	Luton
Inspection number	10233673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	Putteridge Community Nursery Committee
Registered person unique reference number	RP908447
Telephone number	01582 480734
Date of previous inspection	5 December 2016

Information about this early years setting

Putteridge Community Nursery was registered in 2005. The nursery employs 11 members of childcare staff. The manager has a relevant level 6 qualification and eight other staff members, who hold a relevant qualification at level 3 or above. The nursery is open Monday to Friday, from 7.45am to 5pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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